

# GO FOR REAL™ EDUCATIONAL TOOLKIT



**NCPC**  
National Crime Prevention Council

# UNIT I: Go For Real™ bulletin board

## Learning Objective

Students will be able to differentiate between counterfeit and genuine products and understand the risks counterfeit products present.

## Memo 1:

### Make a statement

Start the lesson by playing the “Think Again” PSA for your students.

## Memo 2:

### Declare important information

Introduce the problem to your class using the following statement as your guide:

*Counterfeits are products made to trick customers who rely on brand names and logos when deciding what to buy. Counterfeiters deceive people by placing familiar brand names or logos on fake goods that are not produced by the brand owner. These goods may appear safe and legitimate but are manufactured illegally and sold by criminals trying to trick you.*

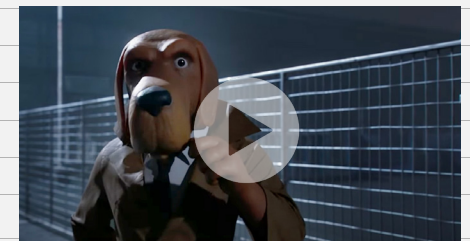
*Products don’t need to have a luxury brand attached to it in order to be trendy. Criminals rely on our need for popularity to sell counterfeit products. While there’s nothing wrong with buying a product for less money, it doesn’t have to come at the cost of someone else’s idea. Generic brands, which are not counterfeits, are a great way to save money while getting the products you love. Like buying yoga pants from Target® instead of Lululemon®. Both are great products; one just costs less than the other.*

*Remember: brands do not define who you are. You’re great, no matter what logo is on your product. So, buy smart and Go For Real™!*

## Announcements



**Go For Real TV Season 2, Episode 2**



**“Think Again” Public Service Announcement**

# UNIT I: Go For Real™ bulletin board

## Memo 3: Expose the crooks

Explain that counterfeiting is stealing someone's idea and calling it your own. Pose the following questions to the group to get everyone talking:

- What's an example of stealing someone's idea?
  - Copying someone's outfit.
  - Raising your hand to share a thought someone else came up with.
  - Cheating on a test.
- What are the consequences of stealing someone's idea?
  - It can hurt someone's feelings.
  - You don't grow by taking credit for something that isn't yours.
  - You can get in trouble.

## Memo 4: Make it public

Split the class into 4 groups. Prompt each group with a question below and challenge them to answer it. Have the groups present their answers to the class.

- What kinds of products can be fake?
- Why would someone buy a fake product?
- What are the dangers of using fake products?
- How can you tell if a product is fake?

## Memo 5:

### Review your findings

Round up the activity with the following explanation:

*Counterfeit products look a lot like the real thing. It's important that you know how to determine if a product is real or fake. You can compare features of a suspicious product to the real thing and ensure that a product is safe to use. Or, if you know what to look for, you can spot a fake from a mile away. That way, you can buy smart and Go For Real.*

## Memo 7: Wrap up your board

Close out the lesson. Use the following statement as your guide:

*Over the next few days, we'll learn more about counterfeit products and their dangers. Today you learned how to spot a counterfeit product online or in-person. You can test your knowledge at home by watching [Go For Real TV Season 1 Episode 5](#) on YouTube.*

How about a little treat!? Challenge students to [watch the episode](#) and spot fake from real. Dish out treats to students who can spot the scam.

## Memo 6:

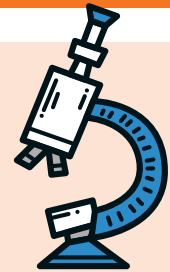
### Put a pin in it and take a break

Test your detective skills with [Go For Real TV Season Two Episode Two](#). Watch the episode with your class.

# UNIT II: Counterfeits under the microscope

## Learning Objective

Students will be able to spot the warning signs in fake products, identify the risks associated with buying them, and develop informed decision-making skills and smart buying behaviors.



## Ingredient #1: Kick off your experiment

Use the following statement as a guide to address the class:



*Counterfeit products are made with cheap materials that can harm you and others. Fake makeup contains toxic ingredients like urine and rat poop, counterfeit electronics can explode, and fake pills can even kill you. Counterfeits don't work as well as the real thing, so why buy them? When you know the risks, you can stop criminals in their tracks. You're Smart. Buy Smart.*

## Ingredient #2: Back to the lab

Play [Go For Real Season 2 Episode 4](#) for your class.



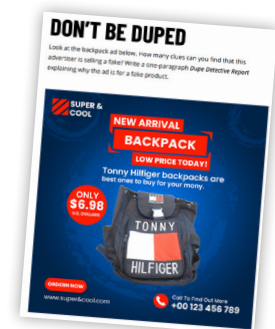
## Components



**Counterfeit Experiment:**  
A pack of Skittles and M&Ms.



GFR TV Season 2, Episode 4



Don't Be Duped



Go For Real Trivia Game

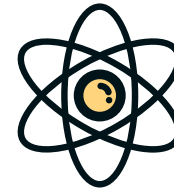
# UNIT II: Counterfeits under the microscope

## Ingredient #3: Form a hypothesis and put it to the test

Can You Spot the Fake? Engage your class in an experiment, with the following activity:

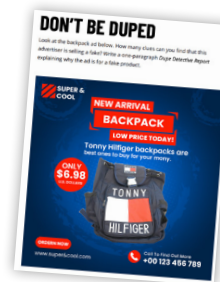
*Ask the class to watch as you perform an experiment. On a surface, empty the packets of Skittles and M&Ms, keeping the two separate. Aloud, assign the Skittles as the “counterfeit” and the M&Ms as the “real” product.*

*Ask the class to close their eyes. While eyes are closed, place a few of the “counterfeit” candies, among the “real” candies, brand side down. From their seats, ask the students to identify the “fakes”. Emphasize the point that from a distance, fakes look similar to the real. Now flip all the candies brand name up. Ask the students to identify the “fakes”. Emphasize that when you know what clues to look for, spotting the fake becomes a piece of cake!*



## Ingredient #4: Study the facts

Optional: Distribute the [“Don’t Be Duped”](#) worksheet or review it as a class.



## Ingredient #5: Analyze your findings

How well do you know counterfeits? If time permits, test kids’ knowledge with the [Go For Real Trivia Game](#). Split the class into two teams. Tally their scores to see who the ultimate detectives are!



# Unit III: Changing the narrative around fake pills

## Learning Objective

Students will be able to define what a counterfeit pill is, recognize the mental and physical health risks it presents, and understand the precautions they should take to keep themselves safe from fake pills and fentanyl.

### Chapter 1: Sound the alarm

Prompt the lesson using the following statement as your guide:

*Counterfeit pills pose a very different harm than other fake products. Unlike counterfeit sneakers or bags, fake pills look identical to real ones. Not even a true detective could spot the signs of a fake pill. But you can spot the warnings.*

*When it comes to pills and medication, the consequences of buying fakes can be fatal. Fake pills sold by criminals online and on*

*social media are the primary source of fentanyl-related deaths in young kids.*

*That's why it's important you know the risks and when it comes to getting medication, don't be so trusting. The only way to stay safe is to get pills prescribed from your doctor.*

### Chapter 2: Outline the problem

Hand out the following activity. Students may complete in small groups or independently.

*"Fake Pills: Uncovering the Truth"*

## Announcements

**Fake Pills,  
Real Problems  
Worksheet (A1)**



**Pencil Experiment:  
Will require pencils  
and salt packets**



**Lives Project**

# Unit III: Changing the narrative around fake pills

## Chapter 3: A new point of view

Try it for yourself! Read the following statement and engage the class in an experiment:

*A lethal dose of fentanyl is about two milligrams; undetectable when mixed into a pill or medicine. A dose small enough to fit on the tip of a pencil could kill you.*



*Hand out a pencil and salt to students. Challenge them to fit as many grains of salt as they can on the tip of their pencil.*

## Chapter 4: Fact check

Ask the group the following questions:

- What are the risks of taking a fake pill?
- How do we ensure that a pill is real?
- What can you tell your peers that would help them avoid being tricked by counterfeit pills?

## Chapter 5: Character inspiration

To a degree that is comfortable, share [The Lives Project](#), a digital remembrance quilt with the class. Please be sure to read the "About the Fentanyl Epidemic" section to the class before selecting two or three stories to read together.

Warning: Children can be sensitive to this topic. Please preface this portion of the lesson by establishing trust with your class. Allow students the choice to remove themselves from the classroom if they feel uncomfortable during this portion of the lesson. They may wish to rejoin the lesson after this portion.

## Chapter 6: Tie up loose ends

Signal for change. Use the following statement as your guide:

*Today we learned the dangers fake pills present. We saw the impact that taking fake pills, knowingly or unknowingly, have on children, families, and communities.*

*Don't let criminals outsmart you! Before you buy a pill on social media, think again. You can avoid getting fake pills by getting a prescription from your doctor. You're Smart. Buy Smart.*